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## NOTES AND NEWS

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The *Outlook* reports a recent decision of the Supreme Court to the effect that the state has power to compel its railways to carry school children to and from school at half price. This decision was given, with slightly different reasons, by both the highest court of Massachusetts and by the Supreme Court. They declared that the discrimination was not an arbitrary one but was in pursuance of the long-established policy of the state to further education. The claim of the street railway at Attleboro, where the case arose, that the reduction of fares made them operate their roads at a loss, was denied by the courts on the ground that children took up less room and used the cars at other than their busiest season.

Great progress has been made in North Carolina in education during the past four years. A systematic campaign was organized in 1902, and since then according to the *North Carolina Journal of Education*, "the school fund has been nearly doubled, and modern schoolhouses have been erected at the rate of one per day."

There seem to be special problems in Sweden arising from conflict of public and private school interest, according to a report made to the English Board of Education by J. S. Thornton and reported in the *School World*. The primary schools are worked by the state, and in them the women teachers are much better paid than those in secondary schools, which are only subsidized by the state. Discontent from this and other causes is only natural.

The *Teacher's Magazine* for February contains the first of a series of articles descriptive of folk-dances, as they are now being given in New York public schools and in many other schools scattered over the country. Interest in such dances and in various forms of physical development and expression seems to be spreading.

Of the 1,125 men who during the year applied to the London Antisuiicide Bureau of the Salvation Army, according to an abstract of General Booth's report in the London *Daily Chronicle*, a large majority had had a superior education, which unfitted rather than qualified them for the kind of work within their reach.

Legal regulation of minimum salaries for teachers occurs most in those countries which are farthest advanced in education. So says an article in the *Educational Review* for January, dealing with the question of such regulation both in this country and abroad. France and Germany are mentioned

as places in which salaries are thus regulated. In this country there is a legal minimum salary in about a dozen states, and the question is being agitated in about a dozen more.

Industrial schools in Germany are in a rather high state of development, says A. S. Draper, commissioner of education of New York. The partial list of trades he mentions, as given in the *Springfield Republican*, is most imposing, and seems to include almost every variety of occupation. In some cases the state supports these schools, and in other cases they are partially or entirely in the hands of private organizations. But in every case the state and public opinion through the state give hearty indorsement to this type of education. The trades taught naturally vary somewhat with the neighborhood, being designed to develop local resources.

The salaries of the elementary teachers of the Chicago public schools have been increased from \$25 to \$100 a year each. The advance dates from January 1, 1908, and applies to about 4,600 teachers, and represents an increase in the payroll of approximately \$157,000. Teachers who have been receiving \$600 and \$625 a year will get a \$75 increase; those who have been

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## NOTES AND NEWS

receiving \$675 to \$775 a year will get a \$50 increase; and those with higher salary will get an increase of \$25 each.

More than 70 per cent. of the cities of more than 8,000 inhabitants in the United States have provided for some form of manual training or industrial arts in the public schools according to Professor Ballou, of the Cincinnati Technical High School.

Much attention is being given in Maryland to the organization of secondary education. A bill is being proposed for a state high-school fund for the purpose of aiding local high schools in small towns. The *Atlantic Educational Journal* mentions State Superintendent Stephens as the leader of the fight for the bill. It is naturally felt as a grievance that the appropriations now made to college education in that state are partly distributed among schools which no longer claim to be more than small private academies, while larger high schools in the same neighborhood receive no state assistance even when their need is greater.

*The Utah Educational Review* contains an article on students' organizations in the high school, suggesting that fraternities originate in the natural

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## THE SCHOOL REVIEW

adolescent tendency toward social life, and can be abolished, not by a mere edict, but by the encouragement of other social organizations, such as literary, athletic, and press societies and by the revival of class spirit and tradition.

The ruling of the English Board of Education that "when only two foreign languages are taught in a school, one must be Latin," has had a most disheartening effect on the study of German, as French maintains its traditional place as the second language. A reconsideration of this ruling has been suggested. The *Educational News* reports that in the recent preliminary examinations in Scotch universities only 66 candidates presented themselves in German and only 11 passed, as against 387 candidates and 177 passing in French. This shows a great discrepancy, not only in the number of candidates, but also in the kind of training received by those who do apply.

At the sixty-third annual meeting of the Massachusetts Teachers' Association, held at the Institute of Technology, Boston, November 29, the subject of "The Financial Remuneration of the Teacher" was opened by President Eliot of Harvard. He presented the cause of the teacher in a somewhat new light, according to the *Springfield Republican*, and compared the work of the public-school teacher with that of a college professor, saying that the maximum salary for the public-school teacher should be the same as the maximum salary of a college professor in the same locality. The public school teachers, he said, should start on a lower salary than they do now, but that the salary should be graded as is that of the college instructor, finally reaching the maximum, which in Boston, he said, would be \$5,500. President Eliot's views were warmly indorsed by the whole gathering.